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ABSTRACT

This annotated bibliography on evaluation of sexuality education programs was compiled as a tool for sexuality educators interested in measuring the effectiveness of their programs or in learning what evaluations have been done in the field of sexuality education. Part I, Evaluation Methodology, lists 30 publications which deal with evaluative techniques and methodology which may be used to evaluate sexuality education programs. Part II is divided into two sections. Section A, Evaluations of Programs and/or Curricula, contains 23 articles which describe sexuality education programs and evaluate their content. Section B, Evaluations of the Effectiveness of Programs, lists 35 studies evaluating the effectiveness of specific programs as indicated by measured alterations in knowledge, attitudes, and practice. It is noted in the introduction that, where there is an overlapping of information about methodology, program techniques, and results of specific programs, entries have been placed where they would be most appropriate according to the main thrust of the articles. (Author/NB)

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EVALUATING SEXUALITY EDUCATION PROGRAMS:

AN ANNOTATED BIBLIOGRAPHY

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Evaluating Sexuality Education Programs

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An Annotated Bibliography
Edited by Gloria Roberts

This bibliography on evaluation of sexuality education programs has been compiled as a tool for sexuality educators who are concerned with measuring the effectiveness of their programs or of learning what has been done in the field to support their confidence in such programs. The entries in this selective list have been divided into three sections: Part I concerns evaluative techniques and methodology which may be used to evaluate sexuality education programs; Part II, Section A contains items describing sexuality education programs and evaluating their content; Part II, Section B lists studies evaluating the effectiveness of specific programs as indicated by measured alterations in knowledge, attitudes and practice. The placement of entries is not always clearcut as there is often overlapping of information about methodology, program techniques and results of specific programs. It was our intent to place an entry where it would be most appropriate according to the main thrust of the item. We anticipate that the divisions will facilitate access to the references according to the varying needs of the readers.

Part I. Evaluation Methodology

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Alkin, Marvin C. and Solmon, Lewis C., eds. The Costs of Evaluation. Beverly Hills: Sage Publications, 1983.

The basic concepts of cost-effectiveness are discussed in a readable overview. Eleven experts present their experiences and offer advice on topics such as: determining costs of a completed evaluation; weighing costs against benefits; and increasing the cost-effectiveness of evaluations. Useful examples of actual cost analyses are provided, based on data from evaluations conducted in mental health, education and other settings.

Banerjee, Virginia. Planning and evaluation: the roles of the public and voluntary sectors. Child Welfare, 1979, 58(4), 229-236.

Presents the view that planning and evaluation are distinct but related activities. Planning, program implementation, evaluation and feedback are steps which, when regarded as a circular pattern, lead to changes which may improve existing programs.

Baseline -- A Newsletter of Information about the Evaluation of Health Promotion Programs. Chapel Hill, NC: University of North Carolina, Health Services Research Center (periodical).

Each issue of this quarterly publication focuses on a special aspect of evaluation methodology appropriate in health programs and applicable to sexuality education programs. Sample issues: Formative Evaluation of Health Promotion Programs (v.1, no. 5); On the Subject of Sampling (v.1, no. 6).

Bruess, Clint E. and Greenberg, Jerrold S. Evaluation and research. In Sex Education: Theory and Practice. Belmont, CA: Wadsworth Publishing Co., 1981.

This section of the book contains two chapters, one on evaluation of sexuality education, one on the effectiveness of sexuality education and the sexuality educators with a segment on cases, or practice examples, for use in application of the information in the two chapters. The overview of objectives, cost effectiveness, program benefits, and research strategies includes references and suggested readings.

Evaluation and the Health Professions. Beverly Hills: Sage Publications (periodical).

A quarterly journal which presents the results of important evaluation studies and the latest instructional innovations and research from professional schools. Valuable mainly to all health-related personnel.

Evaluation: linking theory to practice. Emphasis, Winter 1982, 2(1). (New York: Planned Parenthood Federation of America, Education Department, 810 Seventh Avenue, 10019.)

An entire issue devoted to various considerations and applications of evaluative measures. Authoritative authors offer practical advice in focused, readable articles on such topics as use of research, evaluating evaluations, developing a model and suggested resources on evaluation techniques.

Evaluation Review -- A Journal of Applied Social Research. Beverly Hills: Sage Publications (periodical).

This bi-monthly journal is a leading multidisciplinary resource for planners, researchers, evaluators and policymakers engaged in the development, implementation and utilization of evaluation research. Reports recent evaluation findings, articles on methodological developments, discussion of the state of the art, and commentaries on various issues.

Fink, Arlene and Kosecoff, Jacqueline. An Evaluation Primer. Beverly Hills: Sage Publications, 1980.

Explains the technical aspects of evaluation research as well as the practical realities which accompany such projects. Two companion workbooks --one for educators and one for health professionals -- are also available for those who want practical exercises.

Fitz-Gibbon, Carol Taylor and Morris, Lynn Lyons. How to Calculate Statistics. Beverly Hills: Sage Publications, 1978. (Volume 7, Program Evaluation Kit.)

Presents a difficult subject in an understandable way. Explains the uses of statistics, the production of graphs, and statistical summaries, defines the terminology and combines the information with worksheets for illustrating the application of the principles reviewed.

Fitz-Gibbon, Carol Taylor and Morris, Lynn Lyons. How to Design a Program Evaluation. Beverly Hills: Sage Publications, 1978. (Volume 3, Program Evaluation Kit.)

Outlines the kinds of evaluation designs available to evaluators and analyzes the elements of design giving examples of each kind of design. Reviews control group designs, time series designs, the before-and-after design and principles of randomizing. Each chapter includes suggestions for further readings.

Henerson, Marlene, Morris, Lynn Lyons and Fitz-Gibbon, Carol Taylor. How to Measure Attitudes. Beverly Hills: Sage Publications, 1978. (Volume 5, Program Evaluation Kit.)

Details the alternative approaches to collecting attitude information with specific steps involved in developing questionnaires, attitude rating scales, interviewing techniques, written reports, observation procedures and sociometric instruments. Validity and reliability measurements are reviewed, concluding with information on summarizing, analyzing and displaying the data. An appendix listing the names and addresses of publishers of attitude measures concludes this "how to" book.

Ihilevich, David et al. Measuring program outcome: the Progress Evaluation Scales. Evaluation Review, 1981, 5(4), 451-477.

The Progress Evaluation Scales (PES) provide an efficient measuring device for evaluating current functioning, setting treatment goals, and assessing change over time in clinically relevant aspects of personal, social and community adjustments. The application of the PES as a measurement tool (to an adult mental health center population in this illustration) is described.

Kirby, Douglas. Sexuality Education: A Handbook for the Evaluation of Programs. Santa Cruz, CA: Network Publications, 1984.

Presenting the practical aspect of the Sexuality Education six-volume set -- this handbook discusses the need for evaluation of sexuality education programs, selection of program characteristics and outcomes to be measured, experimental designs, survey methods, questionnaires, and techniques for analyzing data and using existing data. The appendix includes valid, reliable questionnaires.

Kirby, Douglas and Baxter, Sandra. Evaluating sexuality education programs. Independent School, 1981, 41(1), 21-23.

Presents the basic ground rules for evaluating sexuality education programs in schools. Questionnaire development, selection of experimental and control groups and analysis of result(s) are the evaluation tools discussed.

Kirkpatrick, J. Stephen. The Magic of Structure. New York: Planned Parenthood Federation of America, 1981.

Written in direct, clear language, this manual provides all the information needed, with detailed steps, to set priorities, assess needs, write goals and objectives for planning and evaluating family planning education programs. Includes sections on locating and using appropriate data, writing questionnaires and tests, developing surveys, conducting experimental research and analyzing the data.

Kosecoff, Jacqueline and Fink, Arlene. Evaluation Basics. Beverly Hills: Sage Publications, 1982.

Introduces the techniques needed for a do-it-yourself evaluation. Guidelines, checklists and critical points to look out for during the entire evaluation process are thoroughly reviewed. Almost one hundred examples are included to illustrate the practical advice in this basic manual.

Leviton, Laura C. and Hughes, Edward F.X. Research on the utilization of evaluations: a review and synthesis. Evaluation Review, 1981, 5(4), 525-548.

This review, written out of concern for the extent to which evaluations are utilized in policy and program development and change, critically discusses the definition of utilization and methods for detecting it. Five "clusters" of variables regarding evaluations and those who are potential users of them are discussed.

McCurdy, William B. Program Evaluation: A Conceptual Tool Kit for Human Service Delivery Managers. New York: Family Service Association of America, 1979.

Attempts to strengthen understanding of the problems in evaluating programs by focusing on: the initial perspective on program evaluation; a useful model and a case illustration; three basic program evaluation questions; view of performance measurement; a context for program evaluation.

Morris, Lynn Lyons and Fitz-Gibbon, Carol Taylor. Evaluator's Handbook. Beverly Hills: Sage Publications, 1978. (Volume 1, Program Evaluation Kit.)

Introduces the Program Evaluation Kit, a set of books intended to aid individuals who are conducting evaluations of educational programs. The kit comprises a set of step-by-step procedural guides, with this volume providing an overview and analysis of the difference between summative and formative evaluations with a guide for conducting a small experiment.

Morris, Lynn Lyons and Fitz-Gibbon, Carol Taylor. How to Deal with Goals and Objectives. Beverly Hills: Sage Publications, 1978. (Volume 2, Program Evaluation Kit.)

Emphasizes the need to state plainly the goals and objectives of a program. The various options are discussed in nontechnical language with clear examples for illustration.

Morris, Lynn Lyons and Fitz-Gibbon, Carol Taylor. How to Measure Achievement. Beverly Hills: Sage Publications, 1978. (Volume 6, Program Evaluation Kit.)

Discusses procedures for measuring the extent to which groups of people have reached achievement goals, focusing on the use of tests for program evaluation.

Morris, Lynn Lyons and Fitz-Gibbon, Carol Taylor. How to Measure Program Implementation. Beverly Hills: Sage Publications, 1978. (Volume 4, Program Evaluation Kit.)

Offers step-by-step methods for designing and using measurements to describe a program in operation. The importance of measuring implementation is stressed and supported by various arguments.

Morris, Lynn Lyons and Fitz-Gibbon, Carol Taylor. How to Present an Evaluation Report. Beverly Hills: Sage Publications, 1978. (Volume 8, Program Evaluation Kit.)

Explains how to present the data collected in a clear and effective manner to a variety of audiences. Provides outlines of reports, samples of graph presentations and practical suggestions on writing, printing and public speaking.

Patton, Michael Quinn. Creative Evaluation. Beverly Hills: Sage Publications, 1981.

Illustrates ways in which a large variety of evaluation techniques can be used creatively by researchers. The process-oriented approach described aims at overcoming research obstacles found in evaluating a program and is useful for dealing more effectively with groups.

Patton, Michael Quinn. Practical Evaluation. Beverly Hills: Sage Publications, 1982.

Introduces the fundamentals of planning and conducting an effective eval-uation. In addition to discussing design, measurement, analysis and reporting of evaluations, guidelines for using various methods to produce meaningful results are offered. Questionnaires and interview techniques, pitfalls in the quality of data, and other technical aspects provide practical information for planning an evaluation.

Patton, Michael Quinn. Qualitative Evaluation Methods. Beverly Hills: Sage Publications, 1980.

Emphasizes strategies for developing useful and valid information for decision-making. Details different approaches to methodologies such as in-depth interviewing, field observations, and qualitative data analysis in order to provide evaluators with a frame of reference for deciding when it is appropriate to use qualitative evaluation methods.

Smith, Nick L., ed. New Techniques for Evaluation. Beverly Hills: Sage Publications, 1981. (New Perspectives in Evaluation Series, Vol. 2.)

Deals with responsibilities of the evaluator which are generally overlooked in the traditional approaches which concentrate on social science research methods (pre/post testing questionnaires, experimental designs). Management, policy, value and economic questions are the focus of this work with new techniques in cost analysis methods, exploratory data analysis methods, product evaluation methods and journalistic methods. Practical examples are supported by follow-up references.

Values Education: Secondary. Curriculum Review, 1980, 19(3), 226-230, 232-236.

Reviewed are 14 recent texts, kits, supplements, and professional references for values education in the secondary grades. A special subsection evaluates four titles for advanced secondary students on human sexuality.

Walker, Jacqueline S. and Essig, Sheila. Working Together, A Guidebook for Community-Based Family Life Education. New York: Planned Parenthood Federation of America, 1984.

This guidebook describes innovative processes used to develop community-based family life education programs in three diverse communities. A reference section provides details of the values used as the basis of the programs, indicates the methods applied in evaluating the outcome of the programs and includes the specific instruments used in the evaluation.

Weiss, Carol H. Evaluation Research: Methods for Assessing Program Effectiveness. Englewood Cliffs, NJ: Prentice-Hall, 1972.

Designed for use as a basic text in courses on evaluation research, this book deals with the application of research methods to the evaluation of social programs including those in education. Provides information on formulating questions and measuring the answers, designing the evaluation and utilizing the results.

Part II, Section A. Evaluations of Programs and/or Curricula

Carrera, Michael A. Peer group sex information and education. Journal of Research and Development in Education, 1976, 10(1), 50-55.

Presents some common practices and procedures that can be used as working guidelines which may be used to evaluate the efficacy of peer programs in teaching sex education.

Dincin, Jerry and Wise, Shirley. Sexual attitude reassessment for psychiatric patients. Rehabilitation Literature, 1979, 40(8), 222-231.

Describes a sexuality program at Thresholds, a rehabilitation center for psychiatric patients aged 17 to 50 years old. The sixteen-week program includes seven phases: initial interview; beginning group development (health care, contraception, reproduction, sexuality); masturbation; intercourse; homosexuality; coed group discussion; wrap up and evaluation.

Darabi, Katherine. Strategies for the Design and Evaluation of a Community Sex Education Program. New York: Center for Population and Family Health, 1983. Working Paper No. 1.

Presents a general framework for program design and demonstrates its application to a specific sexuality education program. Identifies and describes nine tasks which lead from the specification of the program goal to the determination of objectives, target groups and curricula. Includes methods used in the development of evaluation strategies.

Eisenberg, M.G. and Falconer, J. Current trends in sex education programming for the physically disabled: some guidelines for implementation and evaluation. Sexuality and Disability, 1978, 1(1), 6-15.

Sex education programming for the disabled is presented in terms of various program formats, establishing a program media aids and timing of regularly scheduled assessments for proper evaluation. References and media references are included.

Gammon, Elizabeth and Zisook, Sidney. Student evaluations of a required sex education course. Journal of Medical Education, 1980, 55(4), 372-374.

In an evaluation by medical students at the University of Texas Medical School of a required sex education course, it was found that students have an objective awareness of sexuality as an integral part of medicine, but are reluctant to admit interest and are uncertain where their knowledge will be utilized.

Gilbert, Glen G. Easy ways of getting into trouble when teaching sex education. Health Education, 1979, 10(5), 31-32.

Illustrates how a careless or overly personal sex education instructor can endanger an entire school program by antagonizing parents and running into legal problems. Teacher qualifications and evaluation criteria for teacher performance are discussed.

Goldberg, Maier and Kaye, Richard. Sex information/counseling at community colleges. Journal of the American College Health Association, 1978, 26(4), 220-221.

Investigation of sex information/counseling services at sixty-eight community junior colleges in urban, suburban, and rural areas indicates that the services provided are not very significant.

Hall, Judy E. and Morris, Helen L. Sex knowledge and attitudes of institutionalized and noninstitutionalized retarded adolescents. American Journal of Mental Deficiency, 1976, 80(4), 382-387.

Sixty-one noninstitutionalized and 61 institutionalized educable mentally retarded adolescents were psychometrically assessed on three measures: sexual knowledge, sexual attitudes, and self-concept. Evaluation methods in this study are described.

Lamberti, Joseph W. and Chapel, James L. Development and evaluation of a sex education program for medical students. Journal of Medical Education, 1977, 52(7), 582-586.

Among the objectives analyzed in evaluating a sex education program for medical students at the University of Missouri-Columbia School of Medicine were: information about sexual behavior; altering attitudes that interfere with understanding sexuality; and developing skills for the evaluation and management of sexual problems.

Marcotte, David B. and Kilpatrick, Dean G. Persistence, planning, patience, and prevention: aspects of sex education in medicine. Journal of Sex and Marital Therapy, 1976, 2(1), 47-51.

The rapid response of American medical schools to the absence of sex education in their curricula has led to diversity of design, strategy, and eval-uation of human sexuality courses. Analysis of these newly developed courses finds them inadequate.

Parcel, Guy S. and Luttman, Dave. Evaluation in sex education: evaluation research applied to program planning. Journal of School Health, 1981, 51(4), 278-281.

A series of course evaluations was conducted to determine the success of a course in achieving stated educational objectives. The goal of the course was to asist the student in understanding and feeling comfortable with their current stage of sexual development. The evaluation series was part of a long-range project to develop an effective sex education program for young adolescents.

Philliber, Susan Gustavus and Tatum, Mary Lee Neil. Sex education in the biology classroom: an evaluation by parents and faculty. American Biology Teacher, 1981, 43(3), 141-143, 146-147.

Discusses the evaluations from parents and faculty of a year-long course in sex education at George Mason High School in Falls Church, Virginia. Tabular data supports the discussion.

Philliber, Susan Gustavus and Gutterman, Elane M. Playing games about teenage pregnancy. Evaluation and Program Planning: An International Journal, 1980, 3(4) 237-243.

Describes the use of a simulation game in the evaluation of a sex education program. How the game is played, the context for its use, and data from the evaluation are presented, as well as descriptions of other potential uses for the game.

Quinn, Jane M. "Do animals have belly buttons?": sex education at the elementary school level. Children Today, 1976, 5(5), 2-6,36.

A family living and sex education program for students in kindergarten through sixth grade is described. Discusses the program's four components: program planning with staff, meeting with parents, classroom instruction, and evaluation. The content of the curriculum and children's questions generated by the program are included in the discussion.

Quinn, Jane M. Sex ed at the "Y": new approaches to a not-so-new problem. Children Today, 1981, 10(3), 18-21.

This Youth Serving Agency Program was designed to provide young people with accurate and age-appropriate sexual information through the informal education systems (youth agencies) in which they participate. The program is evaluated as well as described.

Riddle, Patricia K. Helping parents become sex educators. Children Today, 1984, 13(1), 9-11.

Describes a 2-hour program designed for 4th- to 8th-grade youngsters and their parents to be used in school or other community settings. Program evaluation forms were distributed to both parents and children. Facilitators and films were used in the program. Results of the study indicate that in this group, youngsters preferred parents to peers as the primary source of sexuality information.

Rosen, Efrem and Weinstein, Stellye. Sex education outreach from a family planning agency. Health Education, 1982, 13(2), 13-15.

A sex education outreach program emphasizing values, moral reasoning, and approaches to problem solving was developed in response to the rise in teenage pregnancies. Aspects of the sex education program structure included: (1) decision making regarding sex; (2) contraception; (3) parental involvement; (4) outreach volunteer training; and (5) methods for program evaluation.

Ryerson, Ellen and Sundem, Jennifer McGilvray. Development of a curriculum on sexual exploitation and self-protection for handicapped students. Education Unlimited, 1981, 3(4), 26-31.

To assist disabled persons in preventing sexual exploitation, the Curriculum for Developing an Awareness of Sexual Exploitation and Teaching Self Protection Techniques was developed and pilot tested with thirteen special education teachers in Seattle, Washington. Curriculum evaluation is included.

Schnarch, David M. and Jones, Klebert. Efficacy of sex education courses in medical school. Journal of Sex & Marital Therapy, 1981, 7(4), 307-317.

Evaluates a new sex education course at the Louisiana State University Medical Center by comparing pre- and post-course sex knowledge and attitude SKAT scores of 136 sophomore medical students with those of 43 seniors who received no formal sex education. Statistically significant changes were found after the course and criteria for sex education evaluation are discussed.

Smith, Peggy B. and Gorry, G. Anthony. Evaluating sex education programs. Journal of Sex Education and Therapy, 1980, 6(2), 17-23.

Stresses the problems in evaluating the diverse programs in order to assess which educational strategy will prove most effective in the future. Notes the need to examine program objectives, program content and community acceptance, and teacher training as evaluative criteria.

Wiggers, T.T. et al. Some new methods for the evaluation of medical school sex education curricula. Medical Education, 1977, 11(6), 385-389.

New ways are proposed for evaluating the curricula that may be used not only to determine the best educational methods, but also to understand what skills and competence are important for a doctor to have in order to assist patients with their sexual problems. Discusses the use of the Sex Knowledge and Attitude Test (SKAT) as an evaluation tool.

Yarber, William L. Student perceptions of need for family life and sex education. Education, 1981, 101(3), 279-284.

Describes results of a study designed to discover the views of third, sixth, ninth, and twelfth graders about their need for family life and sex education. Data revealed students expressed a strong interest in obtaining more information.

Zapka, Jane M. and Mazur, Ronald M. Peer sex education training and evaluation. American Journal of Public Health, 1977, 67(5), 450-454.

Outlines the Peer Sex Education Program at the University of Massachusetts, Amherst, its rationale, training methodology, modes of service delivery, and its approaches to documentation and evaluation.

Part II, Section B. Evaluations of the Effectiveness of Programs

Arkansas Family Planning Council. Impact of Education: Arkansas 1978-1981. Unpublished paper. Little Rock, AR: The Author, [1983].

This program evaluation suggests that the effectiveness of the somewhat limited sex education in Arkansas schools is demonstrated by the fact that where the program reached a fair number of students, the teen-age birth rate declined significantly (10%); where the program was offered to none or only a small number of students the decrease was only about 1%. The study, though limited in scope, suggests a definite trend.

Bernard, Harold S. and Schwartz, Allen J. Impact of human sexuality program on sex related knowledge, attitudes, behavior and guilt of college students. Journal of the American College Health Association, 1977, 25(3), 182-185.

A human sexuality course, which combines lecture and small group discussion formats, is assessed for results in changes in sex related knowledge, attitudes, behavior, and three dimensions of guilt.

Blythe, Betty J. et al. Pregnancy-prevention groups for adolescents. Social Work, 1981, 26(6), 503-504

Group training in decision-making and interpersonal skills is tested to examine its efficacy in preventing unwanted adolescent pregnancy. Evaluation of the program suggests that group intervention is an effective social work approach. Those who participated seemed to feel more inclined after the program to rely on birth control methods and to postpone pregnancy.

Brandenburg, Judith Berman. Peer counseling for sex related concerns: a case study of a service in a college medical setting. Journal of the American College Health Association, 1976, 24(5), 294-300.

A peer counseling service for sex-related concerns at a City University of New York affiliated college is described. Background material, training and program concerns, various resistances to the program, results of the service, and an evaluation of the goals are included in the reported study.

Brantlinger, Ellen. Measuring variation and change in attitudes of residential care staff toward the sexuality of mentally retarded persons. Mental Retardation, 1983, 21(1), 17-22.

An attitude scale on sexuality and the handicapped was developed and field tested on subjects in contact with mentally retarded persons. In addition, some of the subjects, including fifty institution and fifty-nine

group home employees, were provided with one-day workshops on sexuality and the handicapped in an attempt to influence attitudes in a direction more consistent with respect for the human rights of handicapped citizens in residential care. The results indicated that sexuality training was effective in producing attitude change.

Carmichael, Joan et al. Research in human sexuality education. Medical Education 1977, 11(2), 111-113.

Medical students at the University of Miami School of Medicine were tested before and after a five-day sexuality course to see if their attitudes toward specific concepts in sexuality had altered. The concepts rated were "masturbation," "my sexuality," "homosexuality," and "my role in under-standing sexual problems." Evaluation was based on the use of Osgood's Semantic Differential test.

Carter, Jo. A. and Frankel, Eric A. The effects of a teacher training program in family life and human sexuality on the knowledge and attitudes of public school teachers. Journal of School Health, 1981, 53(8), 459-462.

The instruments used in the evaluation of the teacher training program described were the Sex Knowledge Test and the Attitude Inventory. The specific methodology used in this study is detailed. Post-tests showed a significant increase in the level of sex-related knowledge, although little change in overall attitudes was evidenced.

Darabi, Katherine F. et al. Evaluation of sex education outreach. Adolescence, 1982, 17(65), 57-64.

Describes and evaluates a program to reduce the incidence of unwanted adolescent pregnancies by focusing on teaching adolescents to understand the timing of pregnancy risk. Adolescents involved in the program seemed to make significant gains in their level of knowledge.

Engel, John W. Sex education of adults: an evaluation of a correspondence course approach. Family Relations, 1983, 32(1), 123-128.

Compares a correspondence course in human sexuality for adults with traditional methods of sex education. Sex information pre-test and post-test data showed that the correspondence method was effective for both sexes, for adults in rural and remote areas, and for adults who were older as well as for college students.

Finkel, Madelon Lubin and Finkel, Stevens. Education in the High Schools: It Can Make a Difference. Unpublished paper. New York: Cornell University Medical College, Department of Public Health, [1983].

This evaluation of the New York City Board of Education's revised curriculum on Family Living including Sex Education was undertaken to assess the impact of the course on students' knowledge of and attitudes towards human sexuality. A pre- and post-test study design was utilized. Findings indicated that the course was successful in influencing both knowledge and attitudes.

Flaherty, Carol and Smith, Peggy B. Teacher training for sex education. Journal of School Health, 1981, 51(4), 261-264.

Describes a three-year sex education teacher training program conducted by the Population Program, Baylor College of Medicine in cooperation with the Houston Independent School District. Pre- and post-test knowledge and attitude assessments were conducted with teachers and trainers. A process evaluation was completed midway through the trainers' training and at

the end of both the trainers' and teachers' programs. The techniques as well as effects of the program were evaluated. Tests used were the Sex Knowledge and Attitude Test (SKAT) and the Test for Assessing Sexual Knowledge and Attitudes.

Gunderson, Mark Paul and McCary, James Leslie. Effects of sex education on sex information and sexual guilt, attitudes, and behaviors. Family Relations, 1980, 29(3); 375-379.

Evaluates the effects of a course on human sexuality given to a group of college students. Responses to questionnaires administered to the student at the beginning and at the end of the course indicated that the course had many positive effects.

Hadorn, D. and Grant, I. Evaluation of a sex education workshop. Medical Education, 1976, 10(5), 378-381.

Medical students who attended a one-day workshop were compared with their classmates who did not. Results of pre- and post-testing with the Sex Knowledge and Attitude Test (SKAT) showed that knowledge was increased and attitudes liberalized in the group attending the workshop.

Held, James P., Rosenberg, Pearl P. and Chilgren, Richard A. Evaluation of the effects of family sex education seminars on adolescent sexual awareness. American Journal of Orthopsychiatry, 1975, 45(2), 220-222.

Summary of a paper presenting evaluation results of an innovative two-day seminar on sexual attitudes that is used as a part of the Program in Human Sexuality at the University of Minnesota Medical School, for use with adolescents and their parents. Questionnaires and telephone interviews were used to measure results. Summarizes the merits of sex education in the family setting.

Houston, Linda S. and Kreps, George. Teaching a human sexuality course in a two-year technical college. Community College Social Science Journal, 1982, 4(3), 35-37.

Describes the Agricultural Technical Institute of Ohio State University's human sexuality course, which uses team teaching and various instructional techniques including small group work, lectures, independent study, and individual presentations. This approach was found to be effective in increasing factual knowledge and personal participation.

Kempton, Winifred. Sex education for the mentally handicapped. Sexuality and Disability, 1978, 1(2), 137-146.

Presents the results of an evaluation of 31 courses presented to 430 mentally handicapped persons using the slide series, "Sexuality and the Mentally Handicapped." Data was elicited by means of a questionnaire.

Kirby, Douglas. The effects of school sex education programs: a review of the literature. Journal of School Health, 1980, 50(12), 559-563.

Describes the methods used in the evaluation of sex education programs and the impact of programs upon knowledge, attitudes and behavior. A list of references and a bibliography are included in the review.

Kirby, Douglas. Sexuality Education: An Evaluation of Programs and Their Effects. Santa Cruz, CA: Network Publications, 1984.

This large volume -- one of a six-volume set -- presents the results of a five-year national study undertaken by the author and his colleagues

at Mathtech. It summarizes the structure and content of sexuality education in the United States and reviews the literature on the effects of sexuality education. The methods of evaluation used in the study are described as well as the results of each of the evaluated programs.

Kirby, Douglas and Alter, Judith. The experts rate important features and outcomes of sex education programs. Journal of School Health, 1980, 50(9), 497-502.

Program goals, methodology, important features and outcomes of programs and a discussion of these findings are included in this analysis. Features are rated in terms of importance and are listed in chart form. Agreement among experts is reported as well as the suggested need for empirical verification of these judgments.

Kirby, Douglas, Alter, Judith and Scales, Peter. An Analysis of U.S. Sex Education Programs. Bethesda, MD: Mathtech, 1979.

This five-volume analysis of sexuality education programs in schools in the U.S. details the data as follows: Vol. I, An analysis of U.S. sex education programs, (effects of programs, review of the literature, exemplary school programs, state guidelines); Vol. II, An analysis of evaluation methods; Vol. III, Questionnaire kit; Vol. IV, Bibliography; Vol. V, Annotated bibliography of selected curricula materials. To date, the most comprehensive investigation in the field.

Kleinginna, Anne M. and McClure, Gary. Introduction of an undergraduate course in the psychology of human sexuality. Teaching of Psychology, 1981, 8(1), 34-35.

Describes and evaluates a course in the psychology of human sexuality which was introduced at Georgia Southern College in 1979. Findings indicate that the course was popular with students and seems to have produced an increase in knowledge.

Marcotte, D.B. et al. The effect of a spaced sex education course on medical students' sexual knowledge and attitudes. Medical Education, 1976, 10(2), 117-121.

Describes a spaced sex education course in which 159 first-year medical students participated in a weekly lecture, film, and group discussion. Testing showed significant changes in cognitive knowledge as well as attitudinal tolerance of others but no changes in styles of thinking. Results of earlier studies are reviewed.

Marcotte, David B. and Logan, Constance. Medical sex education: allowing attitude alteration. Archives of Sexual Behavior, 1977, 6(2), 155-162.

Reviews the findings of the published studies and examines the effects of medical sex education on both the students' sexual attitudes toward self and others. This study used a simple pre- and post-course measuring design with a matched sampling technique. A striking finding is that following the course, students are noted to be less dogmatic in nonsexual opinion as measured by the Rokeach Dogmatism Scale.

Monge, Rolf H., Dusek, Jerome B. and Lawless, Jomel. An evaluation of the acquisition of sexual information through a sex education class. Journal of Sex Research, 1977, 13(3), 170-184.

Results of a controlled study of ninth-grade students indicated: 1) sex education courses can provide important information about sexuality which is not gained in other ways by ninth-graders; 2) peers may not be important sources of sexual information when alternatives (sex education courses) to peer information are available.

Parcel, Guy S. and Luttmann, Dave. Evaluation of a sex education course for young adolescents. Family Relations, 1981, 30(1), 55-60.

Examines through pre- and post-tests the results of taking an eight-session course. For those secondary school students who attended the course, there was a significant increase in knowledge but not in the level of guilt or number of concerns. It is suggested that this type of course may be too short to impact on these variables.

Parcel, Guy S. et al. Formative evaluation of a sex education course for young adolescents. Journal of School Health, 1979, 49(6), 335-339.

A sex education course for grade 8 students was evaluated for attitude changes. Results indicated that there was an increase in students' tolerance of sexual behaviors in relationships involving affection or commitment to marriage. Includes questionnaires used in the study.

Philliber, Susan Gustavus and Tatum, Mary Lee. Sex education and the double standard in high school. Adolescence, 1982, 17(66), 273-283.

Reports research on the impact of a ninth grade sex education program on high school students by use of a research design which compares students who have taken and not taken sex education within the same school. Questionnaires were administered to evaluate the effectiveness of the program. Knowledge was increased by course participation with no evidence of any effect on sexual activity.

Ray, Rose E. and Kirkpatrick, Dwight R. Two time formats for teaching human sexuality. Teaching of Psychology, 1983, 10(2), 84-88.

This study of the effects of time formats on informational and attitudinal changes of students in college-level human sexuality courses indicates that the duration of the course is less important than the method of teaching it.

Reichelt, Paul A. and Werley, Harriet H. Contraception, abortion and venereal disease: teenagers' knowledge and the effect of education. Family Planning Perspectives, 1975, 7(2), 83-88.

Report of a study to explore teen knowledge of contraception, abortion, reproduction and venereal disease and to ascertain if a program of a single, informal rap session led by young professionals improved knowledge substantially in these subject areas. Questionnaires were used in the eval-uation. Results indicate an improvement in knowledge in most areas.

Scales, Peter and Kirby, Douglas. A review of exemplary sex education programs for teenagers offered by nonschool organizations. Family Relations, 1981, 30(2), 238-245.

Reports the results of a review of sex education programs in 27 exemplary programs across the country. The features of the programs are analyzed and presented in chart form as well so that differences between school and nonschool programs are easily discernible. Comments on evaluation as a feature of the programs are included in the analysis.

Smith, Peggy B., Flaherty, Carol and Webb, L.J. Human sexuality training programs for public school teachers: an evaluation. Journal of Sex Education and Therapy, 1982, 8(1), 14-17.

Evaluates the extent to which a training model in human sexuality changed public school teachers' knowledge and attitudes. Data indicate significant changes from the pre- and post-assessment on two standardized

measures of knowledge. Significant changes were also found on attitudinal measures of the autoeroticism and sexual myths. The Sex Knowledge and Attitude Test (SKAT) and the Test for Assessing Sexual Knowledge and Attitude (TAKSA) were used in this research.

Vacalis, T. Demetri, Hill, Evelyn and Gray, James. The effect of two methods of teaching sex education on the behaviors of students. Journal of School Health, 1979, 49(7), 404-409.

Evaluates the effectiveness of two teaching methods (self-paced reading vs. self-paced reading and discussion groups) on the behaviors of college students. The instruments and procedure are discussed. Pre- and post-tests were given and the differences in the results of the two teaching approaches discussed.

Voss, Jacqueline R. and McKillip, Jack. Program evaluation in sex education: outcome assessment of sexual awareness weekend workshops. Archives of Sexual Behavior, 1979 8(6), 507-522.

This evaluation project attempted to overcome flaws of existing sex education research by explicitly delineating goals and by incorporating both a rigorous experimental control group design and quasiexperimental cohort comparisions. A Sex Questionnaire (covering sexual knowledge, attitudes, and behavior) was administered to the participants of three weekend workshops at the time of registration and one month later. Results indicated changes in attitudes and behavior but not in increased knowledge.

Voss, Jacqueline R. Sex education: evaluation and recommendation for future study. Archives of Sexual Behavior, 1980, 9(1), 37-59.

Outlines the current rationale, goals, and scope of sex education programs and reviews the available research on the effectiveness of these programs. Criticizes poor research designs of many evaluation studies but notes that the available information largely supports the thinking that sex education can produce certain beneficial results, specifically in the areas of attitude, experience and knowledge change. Comments that prevention-oriented outcome assessments are conspicuously absent in the literature.

Zuckerman, Marvin et al. Sexual attitudes and experience: attitude and personality correlates and changes produced by a course in sexuality. Journal of Consulting and Clinical Psychology, 1976, 44(1), 7-18.

The study investigated the changes in sexual attitudes and behavior that might be effected by a course in human sexuality. Males were more permissive in attitudes and had experience with a greater number of partners. The course changed attitudes in both sexes, but it changed behavior only in males.